



Redesign Plan

Willow Woods Elementary School

Warren Consolidated Schools

Ms. Jennifer Watkins, Principal
11001 Daniel Drive
Sterling Heights, MI 48312-3536

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Willow Woods is located in Sterling Heights, Michigan, a mid-size city that is approximately 10 miles north of Detroit. Willow Woods is a part of the Warren Consolidated School District which encompasses areas of Warren, Sterling Heights, and Troy. There are 14 elementary schools in Warren Consolidated. There is a wide variance between populations within the Warren Consolidated Schools district. The school is nestled in a well-established residential neighborhood near Van Dyke Road where Chrysler Corporation's Sterling Stamping Plant resides. Willow is three miles from Sterling Heights City Hall, the public library, and a substantial city park. Parent occupations include educators, medical professionals, city professionals, lawyers, paraprofessionals, retail associates, and many positions related to the auto industry.

Willow Wood's enrollment of 467 includes students in Kindergarten through 5th grade students consists of mainly Caucasian students (78%) with a variety of culturally diverse backgrounds. Black students represent 7% and Asian students represent 2% of the enrollment. Willow Woods' population is growing in its diversity which brings opportunities to learn from student's varied experiences, skills and rich cultural backgrounds. Approximately 165 of the students who attend Willow Woods are English Language Learners (EL), with the majority of those being Chaldean (Iraqi Christians), Arabic, Albanian, and Asian. The economic strains that have affected Michigan have had a significant impact on many of the families served by Willow Woods.

The staff of Willow Woods Elementary is committed to fostering a caring, safe, and positive environment for all students to learn. Teachers and parents work closely together to offer the best educational opportunities for all of the students at Willow Woods. The communication at Willow Woods is comprehensive in order to allow our parent stakeholders every opportunity to take part in their children's educational process. Staff uses the internet to communicate via email keep parents informed. The school also sends out cell phone alert/messages to make sure that important information is shared.

Warren Consolidated Schools implemented district-wide professional learning communities in 2004. Teams met for forty-five minutes prior to the start of school every Monday morning from September 2004 to May 2013. In the 2013-2014 school year, staff met every other Monday for 90 minutes. The PLC calendar was modified for the 2014-2015 to series of half days scheduled throughout the year. Additionally, every grade-level team has two or more common prep-times each week. The Willow Woods staff continues to build on collaborative practices which focus on student learning.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Collaborative Mission Statement

The Willow Woods School Community will strive as a team to provide a caring, safe, and positive environment where children can develop strategies enabling them to become life-long learners, and responsible, contributing citizens.

Shared Vision

The purpose of Willow Woods is to provide quality educational experiences for all students to become self-motivated and enthusiastic life-long learners who strive to achieve their maximum potential.

Beliefs:

We believe that it is important to:

support one another;

model and expect respectful behavior from all staff, students, and parents;

use data analysis to make informed decisions;

commit to open and honest collaboration to ensure maximum student learning;

ensure a clean, safe, positive environment;

provide interventions for students who are not learning essential concepts;

effectively communicate with one another;

honor time commitments;

and celebrate success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Willow Woods has earned Michigan Green School status for two years. This year, two teachers have been nominated for Warren Consolidated Schools Teacher of the Year.

We have identified the following areas for improvement:

The Multi-Tier System of Supports (MTSS) program has grown and services over 200 students throughout each week. Through an increased understanding of MTSS, the staff has a renewed commitment to strengthening Tier I and II strategies within the classroom. Reorganization of the day now includes a minimum of 90 minutes for ELA and 60-90 minutes for math. Also, the staff is currently being trained in Sheltered Instruction Observation Protocol (SIOP), Classroom Instruction that Works (CITW), and the eight mathematical practices.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		WCS Teacher Evaluation Document.docx

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Administrator Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		2014-15 MEMO OF UNDERSTANDING

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	The district has attached a Memo of Understanding.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	January 15, 2015	2014-15 MEMO OF UNDERSTANDING

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		WILLOW WDS SIGNATURE PAGE

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Jennifer Watkins, Principal, jwatkins@wcskids.net

Pam Schilkey, Teacher, pschilkey@wcskids.net

Dawn Jenkins, Teacher, djenkins@wcskids.net

Martina Hilgendorf, Teacher, mhilgendorf@wcskids.net

Rebecca Ross, Teacher, rross@wcskids.net

Tracey Rizer, Teacher, trizer@wcskids.net

Shannon Griffin, MISD Intervention Specialist, sgriffin@wcskids.net

Dr. Marianne Ochalek, Executive Director of School Improvement, ochalek@wcskids.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

After several conversations during data digs, reviewing student work, administrator walk-throughs and staff reflection, the staff began to identify and prioritize the underlying causes of low student performance. The underlying causes include:

- Tier I instructional strategies not implemented with fidelity;
- Insufficient instructional time dedicated to math;
- Curriculum not being taught with conformity;
- Insufficient time on data review to inform instruction and collaborative time for the purpose of data digs;
- Inconsistent professional development which aligns with district and school focus;
- Lack of a purposeful community.

Several big ideas were discussed by the staff and finally, three ideas were chosen:

Big Idea #1: Implement research based Tier I instructional practices, which support a rigorous and aligned curriculum.

Big idea #2: Structure time to allow for collaborative teaching and learning.

Big Idea #3: Create a purposeful School Community

State what data were used to identify these ideas

The Data Leadership Team (DLT) led several Data Dialogues with the staff. To begin this process, norms were set, and predictions about what the data would show, were made. The dialogues included several sets of achievement data such as MEAP (demographic, growth, cohort, and subgroups), DRA, WIDA, and Iowa. Additionally, the staff reviewed demographic, perception, and process data.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Ms. Watkins was hired at the start of the 2014-15 school year to lead Willow Woods Elementary School. She is a veteran principal of twelve years leading her former school, Jefferson Elementary to Reward Status in 2012 and previously Blue Ribbon status in 2003. On the 2013 MEAP, the English Learner students at Jefferson out-performed the District and State averages in Writing. One of her strengths is the ability to build teacher and parent capacity through the expectation of continuous professional learning, and increased school leadership roles. Ms. Watkins leads with passion and purpose, has increased student achievement, and created a positive climate and culture during her tenure at Jefferson.

She meets the five turnaround competencies as evidenced by:

1. Identify and Focus on early wins and big payoffs

- Developed leadership capacity within the teaching staff by providing professional learning opportunities, which include the MISD Teacher Leader program, Balanced Leadership, Classroom Instruction that Works (CITW) and CITW Digging Deeper.
- Early adopter and implementer of Tier I instructional strategies such as Classroom Instruction that Works, Sheltered Instruction Observation Protocol, Guided Reading K-5, Guided Math, Flexible Math Grouping and Step-Up to Writing.
- Early adopter and implementer of Tier II program: MTSS process, Corrective Reading, and Oral Language.
- Early adopter and implementer of school-wide progress monitoring with the use of Easy CBM
- Engages parents through timely, informative meetings and communications

2. Break organizational norms

- Community partnership with St. Joseph's Chaldean Church
- Intentional visibility
- Daily walk-throughs
- Teacher Rounds
- Development of teacher leaders through intentional professional learning opportunities and the School Improvement Process
- Increased shared monitoring of SIP plan's implementation
- Focused professional learning to be job-embedded

3. Act quickly in a fast cycle

- Defined non-negotiables for curriculum and maximizing instructional time
- Provided staff opportunity for input on organizational changes through meetings and a building survey
- Prioritized professional learning opportunities

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- Redistribution of Instructional Time
 - Create a purposeful community through various parent meetings; including visits from Fr. Rudy from St. Joseph's Chaldean Church. Fr. Rudy serves as community liaison for the Chaldean community in our area.
4. Collect and analyze data
- Provide staff the time and process to analyze data and make instructional decisions
 - Provide staff the time and knowledge to collaboratively review student work
 - Provide parents the time, process and knowledge to understand and review student data
5. Galvanize staff around big ideas
- Increased communication processes for expression of ideas to build shared vision of achievement for all students
 - Begin each staff meeting with a data dig for increased staff focus
 - Meet with teams, monthly, to review big ideas and progress
 - Data, Big Ideas and Key Instructional Strategies are posted in the Staff Lounge, Conference Room and School Lobby

The district will increase Ms. Watkins' leadership capacity by providing her the following resources and supports:

Professional learning opportunities: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement (MISD) Facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas (2013-14 focus: CITW; 2014-15 focus: CITW follow up/Total Participation Techniques; 12 Touchstones of Good Teaching); monthly Office of Curriculum (OCI)-HR teacher evaluation and walk through professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings.

OCI Administrators of Language acquisition/Title III and Title I technical assistance support will be provided on an as needed basis. The district's Human Resources and Business office staff will provide Ms. Watkins with the necessary resources and supports on an as needed basis.

Additional resources provided to Ms. Watkins are: district student data management warehouses, Data Director and Data Manager; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (C/ITS) will provide professional learning to Ms. Watkins and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A C/ITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis.

School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems C/ITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walkthroughs are examples of the types of structures in which professional learning will be delivered.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The District uses a Marzano approach to measure quality teaching. Principles of "Classroom Instruction That Works" have been reduced to four domains upon which teachers are evaluated: Content, Understanding, Environment and Support. Classroom walk-throughs incorporate indicators of quality performance through this structure, using a template that asks principals to document evidence of quality teaching in regular classroom rounds.

Evaluation Process

The district engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. Finally, the District establishes a student growth goal to meet the legislated standards of student achievement as criteria for evaluation.

In the evaluation process, the District measures student growth outcomes using IOWA assessment projections. Student growth toward building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests, DRA, IOWA, and state assessments. Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor.

Pursuant to Senate Bill 817

Sec. 1249, 2

Beginning with the 2015-16 school year, the board of a school district....shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan Council for educator effectiveness. (SB-0817, As passed Senate, June 12, 2014: Substitute for Senate Bill No. 817)

Principals use a district walk-through protocol that aligns to the evaluation instrument to document performance observations. These walk-throughs take place a minimum of four times per year, over the course of the year. Principals may use summarized or expanded walk-through forms to provide additional detail as needed for new teachers or teachers about whom there may be concerns. Central Office spent a year training principals to use the walk-through forms to develop a common understanding of what he or she is looking for in the classroom. As needed, principals are conducting walk-throughs with other principals to effectively use mentoring in their professional development of evaluative practices.

Teachers are observed formally at least once during the school year unless they are a first year teachers or a teachers rated minimally effective or ineffective the prior year. Principals meet with all teachers mid-year to provide feedback on progress towards goals and their performance. Mid-year evaluations are provided to first-year teachers; teachers rated minimally effective or ineffective the prior year, or who may be on a corrective action IDP with a trajectory of being minimally effective at the end of the year.

A final evaluation is provided at the end of the year that rates each teacher highly effective, effective, minimally effective, or ineffective in

each of the four subdomains and the goals section. Furthermore, their students' performance, in the form of student growth, on IOWA is included in the student achievement section of the evaluation.

The evaluation tool and process was developed two years ago adhering to the newly legislated requirements. Since then the evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the WEA leadership, the Chief Academic Officer, and the Chief Human Resources Officer. For example, after a series of discussions held during the first year of the evaluation tool's implementation (2013-14), revisions to improve the tool were drafted and approved by the district and union leadership.

Administrator evaluations align with Marzano's approach to Balanced Leadership. The subdomains of the administrator evaluation consider the principal's effectiveness in Managing Change; Focused Leadership; Purposeful Community; Board Policies, Guidelines and Practices; and Student Achievement.

EVALUATION PROCESS: The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Similar to the teacher evaluation process, principals meet with the Chief Academic Officer and Chief Human Resources Officer to establish their performance. These goals align with performance expectations described in the evaluation instrument.

Over the course of the year, principals provide evidence of their leadership and performance related to the subdomain categories. Central Office evaluators track evidence of performance for administrators as well. Principals receive mid-year feedback on performance.

At the end of the year, principals are evaluated as highly effective, effective, minimally effective, or ineffective on each of the subdomains. Student growth achievement is a significant factor in the evaluation as represented in a separate subdomain that receives its own rating based on the IOWA Assessment growth performance of its students and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i).

The evaluation tool has been reviewed and revised by the Warren Administrators Association (WAA) leadership, the Chief Academic Officer, and the Chief Human Resources Officer during the past three years. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input into the interpretation and application of these performance categories. For example, after a series of discussions held during the first two years of the evaluation tool's implementation, revisions to improve the tool were drafted and approved by the district and WAA leadership. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and or unable to adjust to the demands of the redesign plan.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Staff will be provided with ongoing, high quality, job-embedded professional development aligned with the schools instructional programming. At the completion of several data dialogues in which staff reviewed various data sets, which included demographic, growth over time, cohort and EL data, three big ideas emerged.

Big Idea #1: Implement research-based Tier I instructional practices, which support a rigorous and aligned curriculum.

Big idea #2: Structure time to allow for collaborative teaching and learning.

Big Idea #3: Create a purposeful school community

The objective of our professional learning is to provide staff with the knowledge and tools to facilitate effective teaching and learning, while building capacity to successfully implement our plan. The plan for professional development and execution was developed with input from school staff, parents, district administrators and staff, and the MISD School Improvement Facilitator.

The structure of our professional development will be continuous and on-going, offered at multiple times through our cohort cycle to ensure that all staff members experience the same training. Monthly PLCs, bi-weekly staff meetings, common grade level meetings, and in-class peer coaching are examples of delivery of professional learning planned for Willow Woods School staff. Beginning in 2014-15, job embedded professional learning facilitated by district curriculum staff will provide instructional coaching and modeling within classrooms to support core subjects. A "talk-model-talk" approach with teams of teachers will be utilized. A weekly schedule of professional learning is in process and to be implemented in October.

Upon the completion of professional learning sessions, all staff members will reflect and outline: how instructional strategies can be implemented into their daily lessons; how the instructional practices will support student data outcomes; and how staff can support their colleagues through peer coaching and modeling. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer lead

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walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools.

Big Idea #1: Implement research-based Tier I instructional practices, which support a rigorous and aligned curriculum. In order to successfully support all students at Willow Woods, the team collaboratively decided that Tier 1 and 2 strategies be employed in all classrooms.

In 2014-16, the C/ITS and/or MISD consultants will provide all staff professional learning on how to align district curriculum and materials, instructional and assessment practices with the research-based Common Core standards. Staff will also receive professional development during structured grade level meetings. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IIA, General Fund

McRel's Classroom Instruction that Works (CITW): By June of 2016, all Instructional staff will be trained on CITW after completing three days of district-supported professional development. Several staff completed the training in 2013-14. This year, six staff members will attend the three day training. Staff will begin to implement CITW strategies during the 2014-2015 school year. This Tier I strategy is supported by an extensive research base (Marzano) and has demonstrated that the nine strategies, when used with fidelity, has the largest effect on student achievement. The nine strategies include: setting objectives and providing feedback; reinforcing effort and providing recognition; cooperative learning; cues, questions, and advance organizers; non-linguistic representations; summarizing and note taking; assigning homework and providing practice; identifying similarities and differences and; generating and testing hypotheses. Additionally, during the 2014-2015 school year, the staff will engage in a book study using: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development.

Sheltered Instruction for Observation Protocol (SIOP): During the winter of 2015, all instructional staff will be trained in another Tier I research-based strategy known as, Sheltered Instruction for Observation Protocol (SIOP). SIOP is designed to support English Learners (EL) gain additional access to the curriculum, however, with the concept of Universal Design, these strategies when employed during instruction, will benefit all students. Given the increasing enrollment of EL students to Willow Woods, the strengthening of the students' oral language skills is needed. A few staff members have been trained on this curricular concept using the work of Lance Gentile, during the 2012-13 school year. The rest of the instructional staff will receive the same training during the 2014-2015 year. Trained staff has already begun to peer coach and share materials with other staff. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IA/III

Marzano's Building Academic Vocabulary: To complement both CITW and SIOP, all instructional staff will participate in a third Tier I professional development on Robert Marzano's six-step process for Building Academic Vocabulary. This systematic approach to acquiring process and content vocabulary is one of the strategies included in the SIOP model; however, the Willow Woods' staff believes more in depth training is necessary. This training will take place during the spring of 2015. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IA

Research-based Tier I Writing Strategies: Blueprint for Exceptional Writing and Thinking Maps: Beginning in the fall of the 2015-2016, the staff will begin monthly professional learning on Blueprint for Exceptional Writers (BEW). This research-based writing program provides a structure with multi-sensory strategies for writing instruction to address the needs of a diverse group of learners. Students will be instructed in the use of these strategies across all text structures as they pertain to Common Core writing expectations across the curriculum. The elements of BEW encourage the development of academic vocabulary for students and are closely linked with the SIOP components. Additionally, students will use the MAISA writing units to further incorporate the Common Core expectations. Graphic organizers are an

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integral part of this program; therefore, Thinking Map training will coincide with the implementation of Blueprint. District staff will provide the training for both Thinking Maps and Blueprint. As a follow up to Blueprint, the staff will participate in monthly scoring clinics to insure staff is using a consistent rubric for assessment. Through modeling and peer coaching, staff will work together to embed the Blueprint and Thinking Maps resources and practices into their everyday teaching. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development. Funding source: Title IIA, Title IA

Student Discourse and Engagement: To integrate the variety of professional learning into staff's instructional practices and strategies, in 2014-2016, staff will participate in a school-wide professional learning book study using Himmele & Himmele's *Total Participation Techniques: Making Every Student an Active Learner*.

Instructional Learning Cycle (ILC): Starting in January 2015, six teachers will begin to learn the process of the Instructional Learning Cycle. Through this process, staff members will work collaboratively to analyze data and create Power Standards for their students. Additionally, the process will help to ensure the students are learning the standards with a depth of knowledge that will meet the benchmarks of the Common Core assessments. Staff will collaborate about the implementation of the process during grade level meetings and during on-going professional development. Funding source: Title IA

Surveys of Enacted Curriculum (SEC): In spring of 2015, through the use of Surveys of Enacted Curriculum (SEC), a web-based tool, teachers will complete the survey identifying the content and instructional strategies currently being used within their classrooms. The results will allow teachers to align curriculum with the Common Core and provide a structure for collaborative teaching and learning discussions. Additionally, SEC data will give teachers an avenue to evaluate the depth of knowledge being addressed on Willow's Power Standards. The survey will be completed a second time in spring of 2016-18. This will help staff reflect on changes needed to instruction and practices. Funding source: Title IA

Big idea #2: Structure time to allow for collaborative teaching and learning.

Teacher Rounds: During the 2015-2016 school year, staff will begin to participate in Teacher Rounds. The process has been developed by Troen, V. & Boles, K.C. *The Power of Teacher Rounds; A Guide for Facilitators, Principals, & Department chairs*. The Rounds group identifies the problem of practice, and the facilitator prepares the host teacher of the practice in mind. Next, the Rounds group observes the host teacher's class, debrief on the observation, and discuss how practice might be strengthened. Finally, the group shares a record of the practice. All staff will learn to become observers in the classrooms of their colleagues for the purpose of creating a trusting and reflective teaching community. The staff will primarily be observing student engagement and the use of school-wide common strategies. Additionally, staff will have time each month to reflect, share and analyze data. Funding source: General Fund-Building SIP Account

Student Work Analysis Protocol: During the winter of 2015, staff will begin to participate in professional learning which will provide a process and structure for staff to review student work and collaborate on action needed. Engaging in a collaborative process of looking at student work allows a group of educators to analyze the learning experiences they have designed for their students and determine their effectiveness. When teachers collaboratively analyze student work they can build understanding and agreement about the consistent use and interpretation of a rubric with the goal of improving student learning. This process encourages teachers to consider:

- What are my students' strengths with regard to the required knowledge and skills?
- What are my students' learning needs with regard to the required knowledge and skills?
- Do students have sufficient foundational content and process skills to approach new learning?
- How can I support student learning through scaffolding and differentiation?

The most important benefit of analyzing student work is improved student learning. According to Langer, Colton, and Goff (2003), "the most important benefit of collaboratively analyzing student learning is that at-risk students learn more." In addition, through a student work

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analysis, students and teachers have increased clarity about intended outcomes. Other benefits for instructional staff include:

- Increased professional knowledge about curriculum, students, methods, strategies, and assessments.
- Greater understanding of alignment among standards, curriculum, instruction and assessments and how to decrease gaps between subgroups.
- Positive opportunities to collaboratively share expertise and move away from isolated teaching.
- Alignment of curriculum within and across grade levels is established.
- School improvement goals and resource allocation are driven by classroom data.
- Professional development planning is targeted to teachers' needs based on student evidence.
- A collaborative culture of inquiry about student success is developed.

Research: Maryland State Department of Education (n.d.), Examining Student Work to Inform Instruction. Retrieved from <http://mdk12.org/data/examining/index.html>; Langer, G., Colton, A., and Goff, L. (2003), Collaborative Analysis of Student Work, ASCD, <http://www.ascd.org/publications/books/102006/chapters/The-Benefits-of-Collaborative-Analysis-of-Student-Learning.aspx>.

Funding Source: Title IA/Building SIP Account

Big Idea #3: Create a purposeful school community

Epstein's Framework for Parent Involvement: Parents are an integral part of any school community. During the 2014-2015 school year, staff will be provided learning opportunities to study and begin to employ Joyce Epstein's Framework of Six Types of Parental Involvement. To further promote a purposeful community, parents will have the opportunity to participate in trainings and workshops, throughout the year, to learn strategies, which will support their students at home and in the classroom. Lastly, workshops, specifically for the EL community, will be held. These meetings, supported with translators, will provide parents information about the school, strategies for assimilating into the Willow Community and discussion time for questions. The first meeting will be held on October 16, 2014 and will include Fr. Rudy, Pastor of a local Chaldean church. Funding source: Title IA

Culturally Responsive Classrooms: During the 2014-2015 school year, all Willow Woods staff will begin professional learning which will help to develop culturally responsive classrooms and school community. The first step will be to take a Diversity Self-Assessment. Following the self-assessment, staff will have time to time to reflect on their responses (what they have learned about themselves) and make some critical decisions regarding ways to constructively embrace diversity and create learning environments that respond to the needs of their students. The strategies, which allow for a culturally responsive classroom, will be embedded in each staff meeting and professional learning opportunity. A variety of topics and strategies will be included such as:

- Establishing a Classroom atmosphere that respects individuals and their cultures
- Using explicit strategic instruction that allows students to know "Why, How and When"
- Guided formal and informal group discussions
- Cooperative Learning
- Instructional scaffolding
- Current and relevant bulletin boards

Funding Source: Title IA/III

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Teachers willing to teach in priority schools will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred or bumped from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching. This continuity will provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Several processes were used in the selection of the instructional programming. A core School Improvement team was chosen and began to create a timeline for the Reform process. Also, the team made recommendations for various staff to serve on committees such as Data Leadership and Instructional Learning Cycle Leaders. Next, a School Support Team (SST) was created which included staff members, parents, a district-level and MISD School Improvement Facilitator (SIF), and an MSU Outreach Intervention Specialist.

MEAP 2013-2014 Demographic Data

Grade 3	Reading Levels 1 & 2	Math Levels 1 & 2
All Students	49	30
Male	46	32
Female	53	26
ED	41	21
LEP	21	14

Grade 4	Reading Levels 1 & 2	Math Levels 1 & 2	Writing Levels 1 & 2
All Students	47	19	49
Male	30	19	30
Female	63	19	67
ED	31	18	36
LEP	7	0	7

Grade 5	Reading Levels 1 & 2	Math Levels 1 & 2	Science Levels 1 & 2
All Students	60	38	14
Male	50	38	17
Female	70	37	10
ED	47	33	6

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Both the Willow Woods' staff and parent community were surprised by the overall low levels of achievement of all students in the area of math. Willow Woods scored significantly below the State and District averages with the EL students scoring at the lowest levels. The staff began to take immediate action by increasing the amount of time spent on math during the school day. Furthermore, grade level teams understand the need for collaboration in teaching the core curriculum with fidelity and have included strategies such as, flexible grouping and Guided Math groups, to support all students at their individual achievement levels. Additionally, the inclusion of math intervention into the MTSS model to support the lowest 30% will be implemented in the 2015-2016 school year.

Achievement in both reading and science are also of significant concern for all students. The staff has asked for increased professional development in the area of reading and teaching of non-fiction text. Strategies such as Close and Critical reading and focusing 80% of time on text in the areas of social studies and science will support student achievement in these two areas.

Spring 2014 WIDA Data- English Language Proficiency Levels (n)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
K	23	6	3	1	0	0
1	2	6	10	2	1	0
2	1	1	14	5	0	0
3	0	2	3	6	1	0
4	2	2	4	10	2	2
5	0	4	2	12	1	0

After analyzing the WIDA English Language Proficiency Levels, the Willow staff realized that out of 126 EL students assessed; only five students were a Level 5 and zero at a Level 6. The language acquisition teacher explained to the staff that students have a difficult time moving past Level 4 due to the writing component. This data, in conjunction with the MEAP Writing data, provided the catalyst for staff to begin discussing the need for a more structured writing program. After reviewing several research-based programs which included Lucy Calkins, Step-Up to Writing, and Blueprint for Exceptional Writers, the staff decided Blueprint would be a suitable fit for the Willow Woods' students. The structure and use of graphic organizers will support all students, and specifically, the EL students. In combination with Blueprint, CITW, SIOP and Oral Language strategies, we believe this instruction will help to move the large number of students out of Levels 1 and 2 while supporting all students of the Willow Community.

After several conversations during data digs, reviewing student work, administrator walk-throughs and staff reflection, the staff began to identify and prioritize the underlying causes of low student performance. The underlying causes include:

- Tier I instructional strategies not implemented with fidelity;
- Lack of time spent on math;
- Curriculum not being taught with conformity;
- Insufficient time on data review to inform instruction and collaborative time for the purpose of data digs;
- Inconsistent professional development which aligns with district and school focus;
- Lack of a purposeful community.

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Several big ideas were discussed by the staff and finally, three ideas were chosen:

Big Idea #1: Implement research based Tier I instructional practices, which support a rigorous and aligned curriculum.

Big idea #2: Structure time to allow for collaborative teaching and learning.

Big Idea #3: Create a purposeful School Community.

Beginning in 2014-15, job embedded professional learning facilitated by district and county curriculum staff will provide instructional coaching and modeling within classrooms to support core subjects. A "talk-model-talk" approach with teams of teachers will be utilized. A weekly schedule of professional learning is in process and to be implemented in October.

In order to successfully support all students at Willow Woods, the team collaboratively decided that Tier I and II strategies be employed in all classrooms. McRel's Classroom Instruction that Works (CITW) will begin to be implemented during the 2014-2015 school year. This Tier I strategy is supported by an extensive research base (Marzano) and has demonstrated that the nine strategies, when used with fidelity, has the largest effect on student achievement. The nine strategies include: setting objectives and providing feedback; reinforcing effort and providing recognition; cooperative learning; cues, questions, and advance organizers; nonlinguistic representations; summarizing and note taking; assigning homework and providing practice; identifying similarities and differences and; generating and testing hypotheses. By June of 2016, all Instructional staff will be trained on CITW after completing three days of district-supported professional development. Additionally, during the 2014-2015 school year, the staff will engage in a book study using: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition.

During the winter of 2015, all instructional staff will be trained in another Tier I research-based strategy known as, Sheltered Instruction for Observation Protocol (SIOP). SIOP is designed to support English Learners (EL) gain additional access to the curriculum, however, with the concept of Universal Design, these strategies when employed during instruction, will benefit all students. Given the increasing enrollment of EL students to Willow Woods, the strengthening of the students' oral language skills is needed. A few staff members have been trained on this curricular concept using the work of Lance Gentile, during the 2013-2015 school year. The rest of the instructional staff will receive the same training during the 2014-2015 year. Trained staff has already begun to peer coach and share materials with other staff.

To complement both CITW and SIOP, all instructional staff will participate in a third Tier I professional development on Robert Marzano's six-step process for Building Academic Vocabulary. This systematic approach to acquiring process and content vocabulary is one of the strategies included in the SIOP model; however, the Willow Woods' staff believes more in depth training is necessary. This training will take place during the spring of 2015.

Beginning in the fall of the 2015-2016, the staff will begin monthly professional learning on Blueprint for Exceptional Writers. This research-based writing program provides a structure for students to write in both fiction and non-fiction writing. Graphic organizers are an integral part of this program; therefore, Thinking Map training will coincide with the implementation of Blueprint. District staff will provide the training for both Thinking Maps and Blueprint. As a follow up to Blueprint, the staff will participate in monthly scoring clinics to insure staff is using a consistent rubric for assessment. Through modeling and peer coaching, staff will work together to embed the Blueprint and Thinking Maps resources and practices into their everyday teaching.

Starting in January 2015, six teachers will begin to learn the process of the Instructional Learning Cycle. Through this process, staff members will work collaboratively to analyze data and create Power Standards for their students. Additionally, the process will help to ensure the students are learning the standards with a depth of knowledge that will meet the benchmarks of the Common Core assessments.

In spring of 2015, through the use of Surveys of Enacted Curriculum (SEC), a web-based tool, teachers will complete the survey identifying

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the content and instructional strategies currently being used within their classrooms. The results will allow teachers to align curriculum with the Common Core and provide a structure for collaborative teaching and learning discussions. Additionally, SEC data will give teachers an avenue to evaluate the depth of knowledge being addressed on Willow's Power Standards. The survey will be completed a second time in spring of 2016.

During the 2015-2016 school year, staff will begin to participate in Teacher Rounds. The process has been developed by Troen, V. & Boles, K.C., *The Power of Teacher Rounds; A Guide for Facilitators, Principals, & Department chairs*. The Rounds group identifies the problem of practice, and the facilitator prepares the host teacher of the practice in mind. Next, the Rounds group observes the host teacher's class, debrief on the observation, and discuss how practice might be strengthened. Finally, the group shares a record of the practice. All staff will learn to become observers in the classrooms of their colleagues for the purpose of creating a trusting and reflective teaching community. The staff will primarily be observing student engagement and the use of school-wide common strategies. Additionally, staff will have time each month to reflect, share and analyze data.

One of the largest declines in achievement at Willow Woods is in the area of Mathematics. Beginning in the fall of 2014, it is the expectation that each classroom spend a minimum of 60 minutes of direct instruction in math. Additionally, each student will spend 30 minutes math journaling and other math related activities. In the fall of 2015, staff will begin to differentiate instruction in math through Guided Math Groups and flexible grouping both with teams and vertically, as appropriate. Using the process of SEC, staff will begin to align their curriculum, time and resources to allow for both Guided Math and flexible scheduling.

Academic Multi-Tiered Systems of Support (MTSS) for Students has begun to be implemented in the 2014-2015 school year. The Title I and EI staff have been trained on Read Naturally, Oral Language and SIOP. In the fall of 2014, the Special Education team has been trained on Corrective Reading and, additionally, the at-risk staff will be trained in Corrective Reading by June of 2015. This intervention will be used with students in grades 4 and 5 who have been part of the MTSS cycle for two or more years without progress.

Parents are an integral part of any school community. During the 2014-2015 school year, staff will be provided learning opportunities to study and begin to employ Joyce Epstein's Framework of Six Types of Parental Involvement. To further promote a purposeful community, parents will have the opportunity to participate in trainings and workshops, throughout the year, to learn strategies, which will support their students at home and in the classroom. Lastly, workshops, specifically for the EL community, will be held. These meetings, supported with translators, will provide parents information about the school, strategies for assimilating into the Willow Community, and discussion time for questions. The first meeting will be held on October 16, 2014 and will include Fr. Rudy, Pastor of St. Joseph Chaldean church.

A three-year plan has been developed by the SIP team which addresses the implementation of the big ideas.

2014-2015

Implementation: Classroom Instruction That Works

Resources: Professional Learning

Staff Responsible: Principal and All Instructional Staff

Funding: Title IA, Building SIP Fund, General Fund

Implementation: Guided Reading and Math

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher-Tier I

Funding: Title IA, General Fund

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Implementation: Academic Vocabulary

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher-Tier I

Funding: Title IA

Implementation: Blueprint for Exceptional Writers

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA, General Fund

Implementation: Technology Enhanced Lessons

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher-Tier I

Funding: Curriculum Steering Grant, Parent Teacher Organization (PTO)

Implementation: Close and Critical Reading

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA, General Fund

Implementation: Classroom Instruction That Works

Resources: Professional Learning

Staff Responsible: Principal, Instructional Staff -Tier I

Funding: Title IA, General Fund

Implementation: Sheltered Instruction Observation Protocol

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA/III, General Fund

Implementation: Oral Language

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA/III, General Fund

Implementation: Culturally Responsive Classrooms

Resources: Professional Learning

Staff Responsible: All Willow Woods Staff - Tier I

Funding: Title IA/III, General Fund

Implementation: MTSS- ELA

Resources: Professional Learning and Support

Staff Responsible: At-Risk Staff - Tier II & III

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Funding: Title IA/III, IDEA Grant, and General Fund

Implementation: Corrective Reading and Reading Naturally

Resources: Professional Learning

Staff Responsible: At-Risk Staff -Tier II & III

Funding: Title IA/III, IDEA Grant

Implementation: Student Work Analysis Protocol

Resources: Professional Learning and Monitoring

Staff Responsible: Principal, Instructional Staff- Tier I

Funding: Title IA, General Fund

Implementation: Progress Monitoring

Resources: Professional Learning and Monitoring

Staff Responsible: Principal, Instructional Staff- Tier I, II & III

Funding: Title IA/III, IDEA Grant

Implementation: Administrator Walk Through

Resources: Monitoring

Staff Responsible: Principal, Central Office, MISD and SRO

Funding: General Fund

Implementation: Family Engagement Opportunities

Resources: Professional Learning and Community Engagement

Staff Responsible: Principal, Instructional Staff- Tier I

Funding: Title IA/III, IDEA Grant and General Fund

Implementation: Coffee Hour

Resources: Professional Learning, Community Engagement and Monitoring

Staff Responsible: Principal, Instructional Staff- Tier I

Funding: Title IA/III

2015-2016

Implementation: Blueprint for Exceptional Writers

Resources: Professional Learning

Staff Responsible: Principal, Classroom Teacher, At-Risk Staff -Tier I & II

Funding: Title IA, General Fund

Implementation: Culturally Responsive Classrooms

Resources: Professional Learning

Staff Responsible: All Willow Woods Staff - Tier I

Funding: Title IA/III, General Fund

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Implementation: Balanced Literacy with external consultant, Toni Hall

Resources: Professional Learning

Staff Responsible: Classroom and At-Risk Staff

Funding: Title IA and Building SIP Fund

Implementation: Flexible Grouping in Reading Math

Resources: Professional Learning

Staff Responsible: Classroom Teacher - Tier I & II

Funding: IDEA Grant, General Fund

Implementation: Double Dip in Reading and Math

Resources: Professional Learning and Support

Staff Responsible: Classroom and At-Risk Staff - Tier II

Funding: No Funding Required

Implementation: Parent Brigade

Resources: Professional Learning and Support

Staff Responsible: Principal, Classroom and At-Risk Staff - Tier II

Funding: Title IA/III, General Fund

Implementation: MTSS- Math

Resources: Professional Learning and Support

Staff Responsible: At-Risk Staff - Tier II & III

Funding: Title IA/III, IDEA Grant, and General Fund

Implementation: Teacher Rounds

Resources: Professional Learning and Monitoring

Staff Responsible: All Instructional Staff- Tier I

Funding: Title IA, Building SIP Fund, and General Fund

2016-2017

Implementation: Classroom Instruction That Works

Resources: Professional Learning

Staff Responsible: Principal and All Instructional Staff -Tier I

Funding: Title IA, Building SIP Fund, and General Fund

Implementation: Teacher Rounds

Resources: Monitoring

Staff Responsible: All Instructional Staff- Tier I

Funding: Title IA, Building SIP Fund, and General Fund

Implementation: Establish a Culture of Leadership

Resources: Professional Development

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Staff Responsible: All Instructional Staff- Tier I, II and III

Funding: Title IA, Building SIP Fund, General Fund, SIG Grant

Implementation: MAISA Writing Units

Resources: Professional Learning

Staff Responsible: All Instructional Staff- Tier I

Funding: General Fund

Implementation: Lucy Calkins' Writer's Workshop

Resources: Professional Learning

Staff Responsible: Classroom Teachers- Tier I

Funding: General Fund

Monitoring Process: Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process. Progress reports will be communicated to the district leadership, Board of Education and Michigan Department of Education on a quarterly basis.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Willow Woods will promote the continuous use of student data (formative, interim, and summative) through the leadership of the Data Leadership Team (DLT) and the process of Data Dialogues, Data Digs, the Instructional Learning Cycle (ILC), Teacher Rounds and MTSS/At-Risk meetings.

At bi-weekly staff meetings and scheduled Professional Learning Time, the DLT will lead the staff through a Data Dig and Dialogue. The first phase of this protocol has teachers write down their predictions and assumptions before they actually view the data. The next phase is to explore the data. At this point, the staff will not provide a reason for the data; this stage is only used to view facts. From the facts, staff will write a narrative statement that reflects the conversation of the group. Using the narrative statement, the staff begins to identify and prioritize the underlying causes of the data and some "Big Ideas" will begin to emerge and an Action Plan can be drafted. This process helps staff to move past just looking at the data to using the data to increase student achievement. Further, staff will participate in reviewing student work through scoring clinics and other processes.

In January 2015, six teachers will begin to learn the process of the Instructional Learning Cycle (ILC). Through this process, staff members will work collaboratively to analyze data and create Power Standards for their students. Additionally, the process will help to ensure the

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students are acquiring the standards with a depth of knowledge that will meet the benchmarks of the Common Core assessments. Through presentations, modeling and peer coaching, these six teachers will work with the rest of the instructional staff on the ILC model. Staff will work both horizontally and vertically to ensure that the core curriculum is meeting the needs of the Willow students as they move from grade to grade.

During the 2015-2016 school year, staff will begin to participate in Teacher Rounds. Teacher Rounds is a protocol based on rounds done in the medical field. The process has been developed by Troen, V. & Boles, K.C. *The Power of Teacher Rounds; A Guide for Facilitators, Principals, & Department chairs*. The Rounds group identifies the problem of practice, and the facilitator prepares the host teacher of the practice in mind. Next, the Rounds group observes the host teacher's class and they debrief on the observation. Teachers, then commit to a change in practice and the group shares a record of the practice and relevant data which support the effectiveness of the strategy.

Additionally, grade-level teams will meet monthly with the principal and the At-Risk (MTSS) team to discuss the grade-level's bottom 30% and additional students who have not achieved the identified benchmarks. The process for identification of our at-risk students follows:

1. Identify area of focus within classroom instruction and tiered interventions.
2. Align instructional components.
3. Collect baseline data in September which might include, but not limited to, MEAP, Iowa, DRA, San Diego Quick, Reading Skills Inventory, sight words, and early numeracy.
4. If students do not hit the benchmarks identified, they will be placed in a Tier II or III intervention.
5. Progress monitor students every 6-8 weeks.
6. Analyze results and adjust instructional/intervention plans as needed.
7. The instruction/intervention plans will be monitored by administrative, peer and self-monitoring.
8. Reflect on the data and update all data for quarterly reports.

The At-Risk team includes the Title I and EL teachers and Special Education staff. The group will work together to assess which Tier II and Tier III strategies will most benefit the students. Ongoing monitoring of student achievement data will be examined to determine program effectiveness.

Student Achievement, process, perception and demographic data will be presented at the beginning of each parent meeting by the principal or a member of the DLT on a regular basis throughout the school year.

Monitoring Process: Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The current schedule has been redesigned to increase instructional time in the core academic subjects. Additional time has been recaptured through thematic integration of science and social studies concepts into the ELA and math blocks. Staff is exploring ways to incorporate instructional activities into recess/brain break and transition times. It is estimated that approximately 30 minutes daily may be recaptured. Beginning in 2015-16, a 0.5 FTE teacher will be allocated at Willow Woods. This teacher will conduct small group 40 minute interventions, pulling from specials on a rotating basis. As an example, one third of the students in Spanish may be pulled out for a 6-8 week period to engage in an extended learning opportunity in reading or math. At the end of this period, a different third may be pulled out for an equal amount of time, for a similar experience. This estimate of recaptured time is independent of currently-scheduled tier II and III supplemental intervention time identified students receive throughout the school day or extended day programs. Planning continues in the development of this research-based model.

Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

The district's plan for increasing time for enrichment activities will occur through the redesign of the current schedule. Currently, the school offers 40 minutes per week of Spanish, Art, Music, Physical Education and Media. All grade 5 students receive 40 minutes of band each week in lieu of music class. Grade 6 students at our year round schools receive daily band or 21 Things Technology course. As stated in Indicator 8A, students will receive additional forty minutes/week of extended learning opportunities within a 6-8 weekly cycle. In addition, beginning in January, 2015, the school has received a Bosch Community Grant---whereby students in grades 4-5 will participate in a 40 minute, twice weekly, Science, Technology, Engineering and Math (STEM) extended learning program.

Research supports the benefits students' receive when incorporating fine arts and physical education as part of a liberal arts education, and supports differentiated, brain-based multiple learning styles.

and recaptured in two ways. First, the school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels. Currently the schools have professional collaboration time in the following ways: two days before the start of school; one day in November (Election Day); 13 after-school staff meetings (13 hours); and six three-hour PLC meetings (18 hours) scheduled throughout the year. In addition, each Title I school has funds allocated for professional collaboration and each school is allocated general-fund school improvement funds that may be utilized for professional collaboration. Second, professional collaboration time has been recaptured by redesigning the current daily specials' schedule. Beginning in December, 2014, each grade-level team has two common planning times (40-minutes) per week.

Research cites the importance of regularly-scheduled, focused collaboration time is a high leverage/mission critical strategy that produces positive student achievement results. The district values this research and is committed to providing our staff the necessary resources to sustain collaborative practices.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Parents are an integral part of any school community. During the 2014-2015 school year, staff will be provided learning opportunities to study and begin to employ Joyce Epstein's Framework of Six Types of Parental Involvement. Using Epstein's model of School, Family and Community Partnerships, Willow Woods Elementary School will provide multiple opportunities for engagement of families and the entire community in the process of school reform.

Parents will be invited to participate in the reform process on a variety of levels which will include both written and collaborative avenues. Twice a year, fall and spring, an online survey will be offered to ask for input on current programming, school initiatives, and other school related topics.

Throughout the school year, stakeholders will be invited to staff meetings, professional learning opportunities, Title I fall and spring meetings, district-school improvement team meetings, and Parent Teacher Organization (PTO) meetings. Additionally, a Parent Advisory Board will meet several times a year to review the School Reform Plan, student achievement data, and professional learning opportunities available to the parents. This board will be created to reflect a cross-section of Willow Woods' community which includes the various sub-groups that exist at Willow Woods Elementary such as EL, special education, and economically disadvantaged. An invitation is given to the parents either personally or through their child. If the invitation goes through the students, the principal calls the parent to help them understand the role they would play within the parent advisory group (PAG). Also, the SIP team surveys the group to find out the best time for a meeting. The invitations for these meetings go out two weeks in advance.

At every PTO meeting, the principal or a member of the District Leadership Team (DLT) will present relevant school achievement, process, demographic or perception data with the parents. The parent group will be invited to offer suggestions and comments at the meeting.

In order to promote a purposeful community, parents will have the opportunity to participate in trainings and workshops, throughout the year, to learn strategies, which will support their students at home and in the classroom. Parents will have the opportunity to be involved with the Parent Brigade. These parents will be trained on, specific, skills and strategies to give additional support to small groups and/or individual students during the school day. When Professional Development, offered to the staff, would be beneficial to these parents, they will be invited to participate. A Coffee Hour will be held, specifically, for the English Learners (EL) community that will include translation, school information, strategies for assimilating into the Willow community, strategies to help their students at home, encouragement to participate in the Parent Brigade, and time for questions.

A partnership that Willow Woods has created is with St. Joseph's Chaldean Catholic Church. The clergy at St. Joseph's has made a commitment to support the Willow Woods' community. Father Rudy will be a guest at the first Coffee Hour on October 16, 2014. At the meeting, he will speak to the Chaldean community and help them to understand the importance of parent involvement and expectations at an American school. In addition, Willow Woods has created a partnership with ACCESS (Arab Community Center for Economic and Social Services). ACCESS is the largest Arab American human services nonprofit in the United States. With eight locations and more than 100 programs serving metro Detroit, ACCESS offers a wide range of social, economic, health and educational services to a diverse population. The Willow Woods team is working with Belmin Pinjic, Director of Business Operations, to put families in touch with needed resources.

Willow Woods Elementary and Warren Consolidated Schools have created some additional partnerships that will help to increase student achievement. Real-world experiences will be available to the students through partnerships with the Detroit Zoo, Detroit Art Institute, Toledo Science Center and the Warren Symphony. Students in multiple grades benefit from free field trips both in person and web-based to these establishments. By 2016-2017, as the Willow Woods' students begin to make significant progress in student achievement, programs will be in place to equip students with the self-confidence and skills they need to thrive in the 21st-century economy. Programs that build leadership and independence will benefit both the student and school community.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The school receives an annual Title I budget, School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:

1. Principal has right of assignment to place teachers in appropriate grade levels;
2. Principal has right of developing the school schedule, including specials and teacher preparation time. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students;
3. The school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels;
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets (Title I, School Improvement) accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day grade level team meetings.

The district has completed the operational flexibility diagnostic as a signed Memorandum of Understanding with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The district will insure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the MISD staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain their reform plans. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district. All district departments are committed to supporting the school at any time. Specifically, OCI staff will provide technical assistance and professional development to the school on a scheduled basis.

In addition:

- Principal and designated staff will participate in ILC and Surveys of Enacted Curriculum Professional development, and SST meetings

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facilitated by the MISD staff.

- Principal will attend MISD Principal Series (ex. CITW, Total Participation Techniques, 12 Touchstones of Effective Teaching);
- Principal and SIP chairs will attend the MDE School Improvement Conference(s);
- Principal and designated staff will participate in MDE/SRO Technical Assistance meetings
- Principal will utilize the resources and supports of professional organizations (ex. MEMSPA, ASCD, IRA).

Central Office contact person responsible for monitoring and supporting the schools are: Dr. Marianne Ochalek, Executive Director of School Improvement. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. Joseph E. Konal, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Human Resources Officer; Ms. Linda Austin, Chief Financial Officer; Ms. Ellen Kozich, Director of Curriculum and Special Projects, and Ms. Christine Lewis, Administrator of State and Federal Programs.